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ABSTRACT

This conference presentation examines planning tools that provide professional development opportunities to build capacity and improve student achievement, focusing on year-round education. It emphasizes how to bridge the current gap between professional development practices and a professional's capacity to enable students to meet standards by understanding and using time and the calendar. It also emphasizes how and when to use tools for planning professional development that focus on student achievement through the use of time and the calendar. The presentation explains how to renew professional staff through POTENT (Purpose, Outcomes, Tools, Evaluation, Numbers, Timelines) professional development. It includes handouts for use in professional development planning. Figures and tables present: the traditional versus year-round calendar, essentials for best practice in professional development for sustained educational change, elements of successful professional development (content and process), a survey of elements of successful professional development, conditions for professional development, professional development processes (impact and use), balance and infusion of learning in professional practice, a survey on evidence of a culture, a causal loop with poor results, a matrix of teacher involvement, and a checklist on the potency of professional development. (SM)

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Professional Development Increasing Student Achievement Year-Round Education K-12:

Why Can't We Get It Right?

Presented to
National Association for Year-Round Education

February 10, 2002

Presented
By

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NAYRE Conference

Why Can't We Get It Right!
Professional Development and Year-Round Education
Where Learning Never Stops!

Content: Come learn about "year-round education" and "best practices in professional development" for sustaining educational change. Learn to use what you already know and what research tells us about the change process and year-round education for improving student success and staff satisfaction. As a co-chair of the NAYRE Research Committee and a former YRE high school principal, the information provided will help clarify the common pitfalls in the change process and optimum use of professional development to enhance the entire staffs' understanding of the YRE benefits and continued professional development. The presenter is the author of *Why Can't We Get It Right! Professional Development in Our Schools.* Important handouts!

Year-Round Education and Professional Development

Why Can't We Get It Right!

Purpose: To expand the capacity of teachers and administrators to improve student achievement and increase accountability through focused and effective professional development with uses time and the calendar

Outcomes:

- Learn to bridge the gap that currently exists between professional development practices and a professional's capacity to enable students to meet the standards by understand and using time and the calendar

- Understand how and when to use powerful new tools for planning professional development that focus on student achievement through the use of time and calendar

The clarion call is consistently heard in high wealth district to low wealth districts, "Where do we find the time to work with staffs to make the systemic changes?"

TRADITIONAL VS. YEAR-ROUND CALENDAR

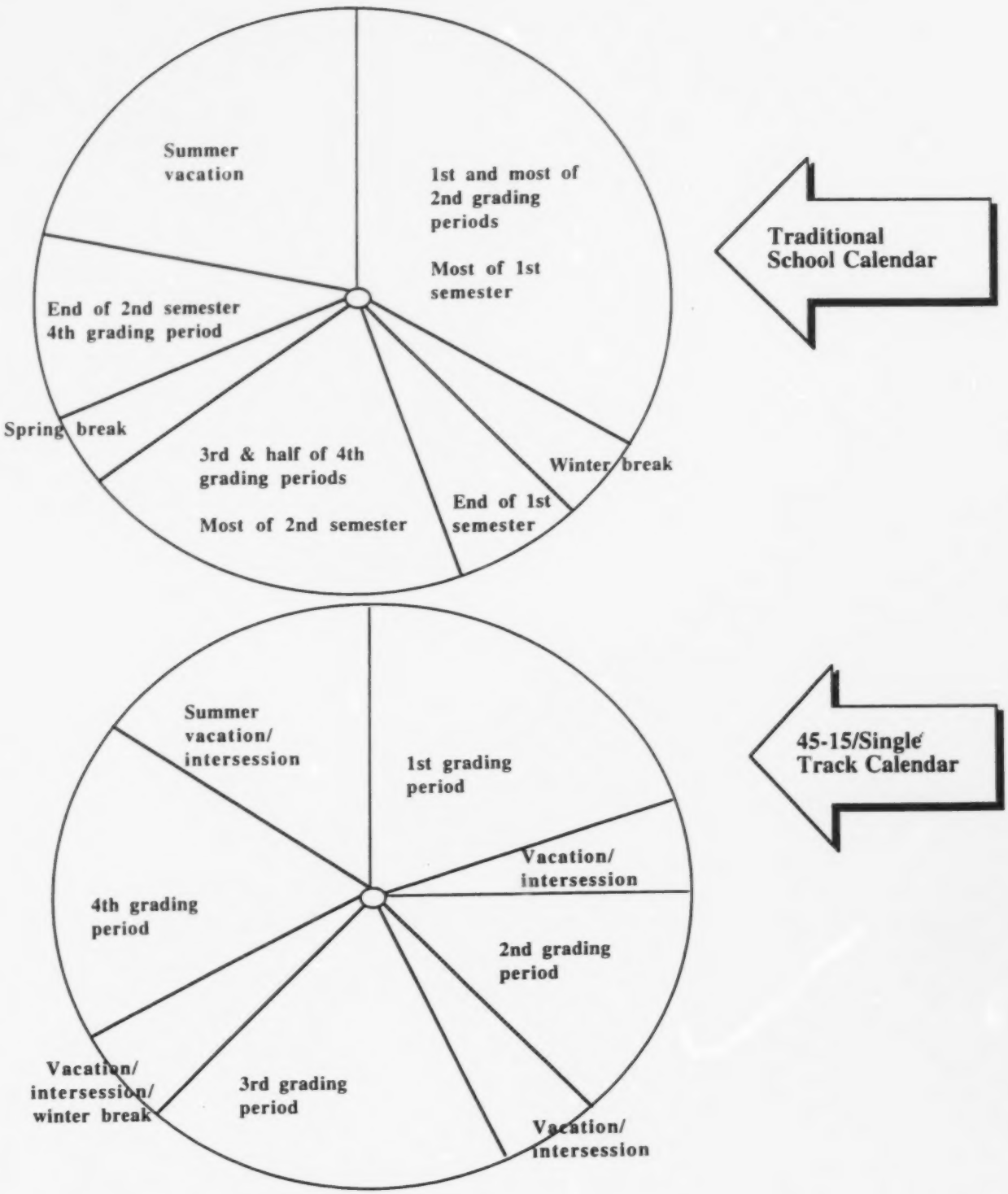

Figure 4.3 Traditional vs. Year-Round Calendar

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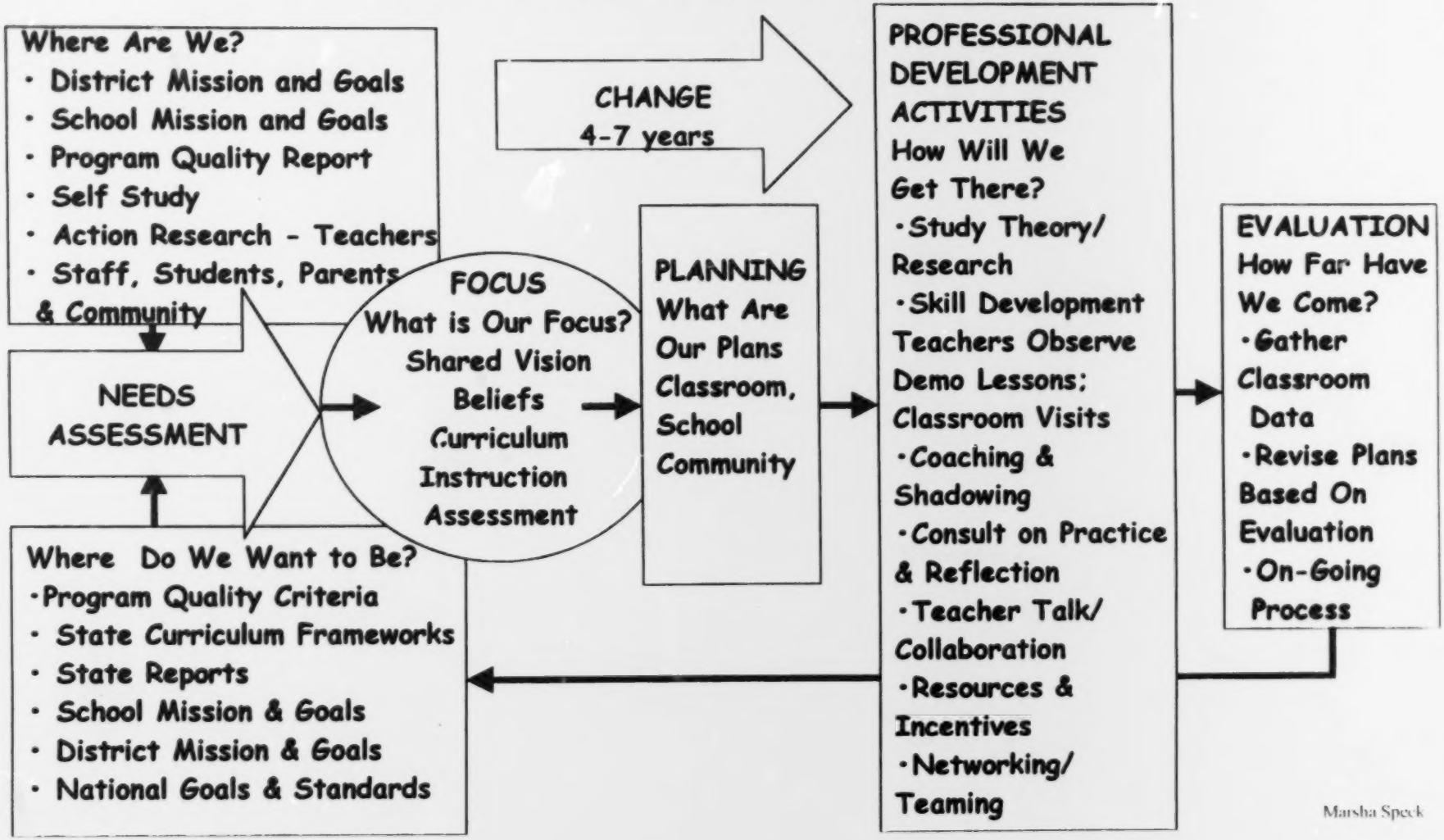
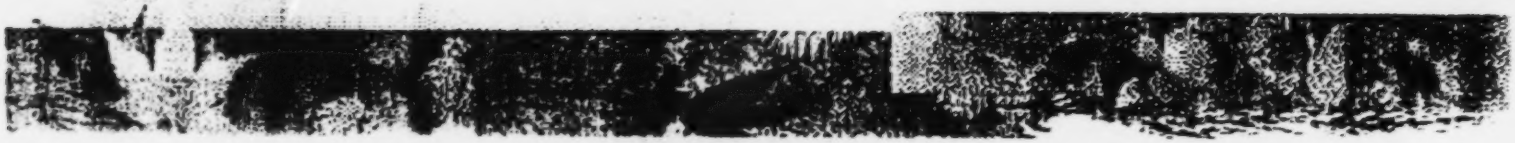
Essentials for Best Practice in Professional Development for Sustained Educational Change Model



Marsha Speck



Elements of Successful Professional Development : Content and Process)

Focuses on Improving Student Learning

Assesses Need and Establishes Goals

- Emerges from teachers'expressed needs
- Uses data to inform practice and make decisions
- Aligns plans systematically with school and district change efforts and goals
- Bases professional development on a foundation of standards and accountability

Centers on the Learner

Engages teachers in planning, implementing, reviewing and revising
Embeds in real work of the teachers
Offers choices and levels of learning
Employs effective teaching and learning Strategies
Has content specific to teaching and assessment of subject matter
Uses inquiry, dialogue and reflection to inform practice

Sustains Growth

Supports learning around practice, is sustained and intensive,
expands on knowledge, and builds on shared knowledge

Requires Resources:

Administrative support, leadership, resources

Evaluates to Goals:

Evaluates progress and impact on student learning using data

Fig. 1.3

TABLE 1.3 Survey of Elements of Successful Professional Development

Directions: For each question, circle the number that best represents the answer as it relates to the current professional development program in your school or district based on the following scale:
1 = never; 2 = seldom; 3 = usually; 4 = always.

	Never	*Seldom*	*Usually*	*Always*
1. Is there a focus on improving student learning?	1	2	3	4
2. Does it emerge from teachers' expressed and sometimes urgent need to know?	1	2	3	4
3. Does it use data to inform practice and make decisions about teaching and learning?	1	2	3	4
4. Are the plans aligned systematically with school and district change efforts and goals?	1	2	3	4
5. Is it based on a foundation of standards and accountability?	1	2	3	4
6. Are teachers engaged in planning, implementing, reviewing, evaluating, and revising professional development plans?	1	2	3	4
7. Are individuals offered choices and levels of learning?	1	2	3	4
8. Is the professional development embedded in the real work of the teacher?	1	2	3	4
9. Does the professional development employ effective teaching and learning strategies?	1	2	3	4
10. Does it integrate content specific to teaching and assessment of subject matter?	1	2	3	4
11. Does it involve inquiry, dialogue, and reflection?	1	2	3	4
12. Does it inform work by using inside and outside expertise and research?	1	2	3	4
13. Does it support learning with modeling, coaching, and problem solving around practice?	1	2	3	4
14. Is it sustained and intensive, with opportunities for mastery and leadership?	1	2	3	4
15. Does it expand upon knowledge of learning and development?	1	2	3	4
16. Does it build on shared knowledge of teachers and provide for collaborative interaction?	1	2	3	4
17. Is there administrative support as well as internal leadership and available resources?	1	2	3	4
18. Does it evaluate progress and measure impact on student learning?	1	2	3	4

Total Score: _____ divided by 18 = _____

How does this score on the Elements of Successful Professional Development inform your professional development design and practices?

CONDITIONS FOR PROFESSIONAL DEVELOPMENT

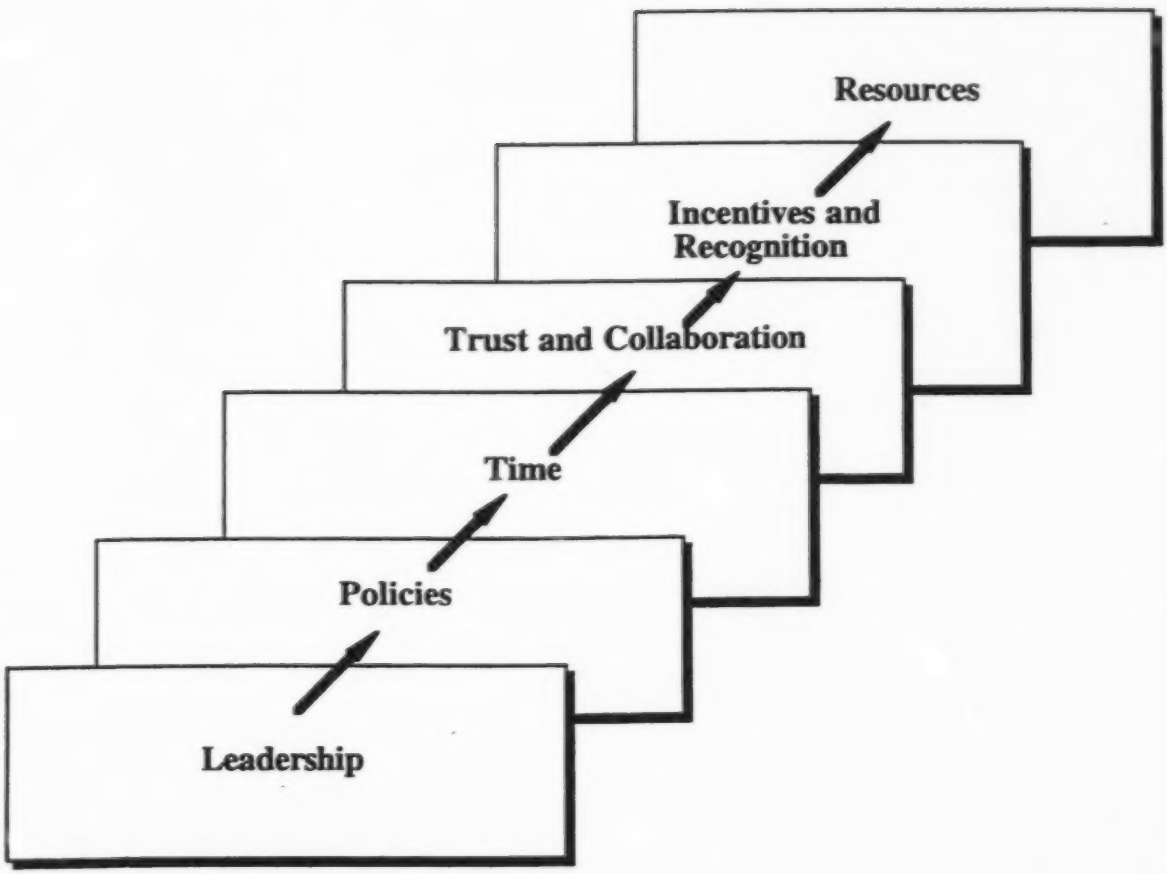


Figure 4.2 Conditions for Professional Development

Professional Development Processes: Impact and Use

Type	Length	Level of Use	Level of Impact
One-time Workshop	Episodic one time	Awareness of new idea or strategy	Little or none Less than 5%
Series of Workshops	2-3 days	Awareness, practice	Beginning use Less than 5%
Series of Workshops	3 mos.-yr.	Awareness, practice Beginning implementation	Implementation Developmental level
Practice, Feedback, Coaching	ongoing	Ongoing coaching	Continued use
Job Embedded	daily	Research into practice Observation, reflection	Inquiry into practice
Cycle of Inquiry Action Research	ongoing	Research into practice	Study of issue Understanding outcomes
Networks	periodic	Awareness & Sharing Reflection	Reinforces work
Conferences	periodic	Awareness and Sharing	Little or none
Summer Institutes	periodic	Awareness, Development, Practice, Reflection	Little or none

Figure 4.4 Professional Development Processes: Impact and Use

PROFESSIONAL DEVELOPMENT: BALANCE AND INFUSION OF LEARNING IN PROFESSIONAL PRACTICE

Adapted from research of Lieberman & Miller (1999)

Figure 4.5 Professional Development: Balance and Infusion of Learning in Professional Practice

TABLE 3.1 Evidence of a Culture of Learning Survey

Directions: For each question, circle the number that best represents the answer as it relates to the current professional development program in your school or district based on the following scale:
1 = never; 2 = seldom; 3 = usually; 4 = always.

	Never	*Seldom*	*Usually*	*Always*
1. Do faculty members lead analyses of student work, student learning, and student success in relation to the standards; facilitate discussions of teaching strategies and accountability measures; and present findings to faculty and other members of the school community?	1	2	3	4
2. Is there evidence of the faculty's excellent communication skills in reflection, inquiry, dialogue, and discussion?	1	2	3	4
3. When teachers use a variety of software programs related to teaching content areas, do they share sources and Web sites on a regular basis?	1	2	3	4
4. Do teachers and administrators respond to inquiries about teaching and learning in depth or express the need to learn more about professional subjects?	1	2	3	4
5. Do teacher leaders have a demonstrated ability to organize, develop, and conduct training for adults? A willingness to provide coaching to peers?	1	2	3	4
6. Do teachers feel a shared responsibility for each other's learning?	1	2	3	4
7. Do faculty members demonstrate the ability to interact via telephone, e-mail, and personal contact with all other members of the school community, including classified staff, peer teachers, and administrators, as well as parents and other community members?	1	2	3	4
8. Do teacher leaders organize and facilitate the work of teams?	1	2	3	4
9. Do teachers engage in action research cycles to make changes in their curriculum?	1	2	3	4
10. Do faculty members consider the study of student work in relation to the standards and student data as learning opportunities? As quality professional development?	1	2	3	4
11. Do teachers and administrators exchange and discuss professional articles and book selections? When the training is in the school and teachers or administrators are asked to read a selection and identify concepts that will inform their work, do they participate?	1	2	3	4
12. Do staff members demonstrate that their involvement in quality professional development is a pathway to improved student learning?	1	2	3	4
13. Do faculty members demonstrate the ability to develop, organize, and conduct seminars for adults and provide peer-coaching opportunities?	1	2	3	4
14. Do staff members participate in learning opportunities outside the school walls?	1	2	3	4
15. Do teachers and administrators participate as teachers, learners, and leaders?	1	2	3	4

A CASUAL LOOP WITH POOR RESULTS

Professional Development with No Follow Up Strategies Will Probably Have Little Impact on Student Achievement

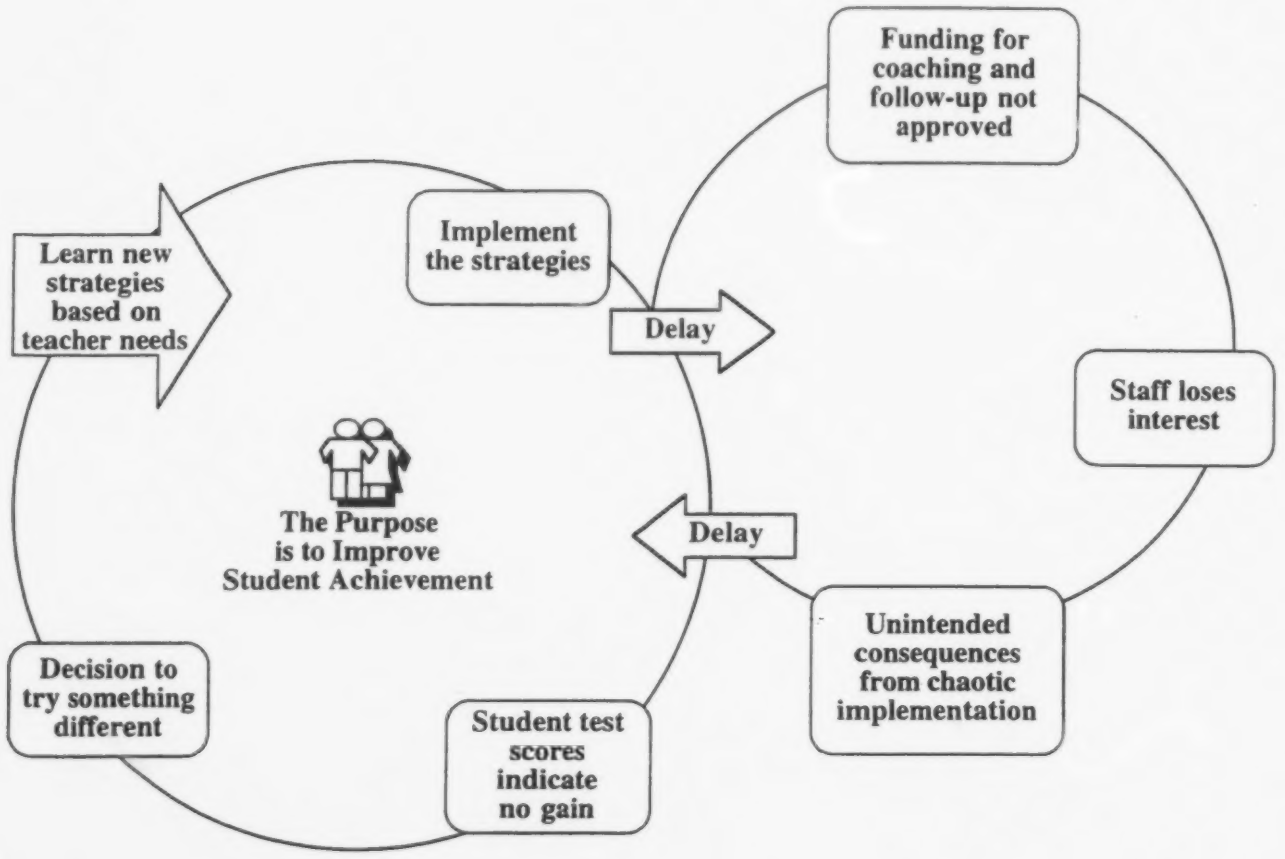

Funding for coaching and follow-up not approved
Implement the strategies
Learn new strategies based on teacher needs
Delay
Staff loses interest
The Purpose is to Improve Student Achievement
Delay
Unintended consequences from chaotic implementation
Decision to try something different
Student test scores indicate no gain

Figure 8.6 A Causal Loop with Poor Results

TABLE 8.1 Matrix of Teacher Involvement

Teacher Name	*Grade Taught*	*District Curriculum Committee*	*District Assessment Committee*	*Faculty Senate*	*Mentor Teacher*	*School Improvement*	*Articulation*
Amonte	1		X	X			
Barker	5			X		X	
Benet	5	X					
Chan	3				X	X	
D'Mar	1						
Effen	2	X					
Franks	2	X				X	X
Gillan	3			X			
Horillo	K						
Janrette	1			X			
Jensen	K						
Kirby	4						
Lang	4						
Lema	K						
Moreno	3			X			
Nava	5						
Ogden	2						
Ono	2		X	X			
Phong	1		X	X			
Rameriz	K						
Ramos	3			X			X
Solario	4						X
Tupa	5				X		
Wilson	4	X					

professional development. Meetings to analyze disaggregated student performance data or to examine multiple forms of student assessments certainly will affect teaching and learning and are indeed professional development.

A caution in working with the tool of connections is that people are generally more comfortable with people they have worked with over time. They will routinely sit in the same seats with the same people for the same

HOW POTENT IS YOUR PROFESSIONAL DEVELOPMENT?

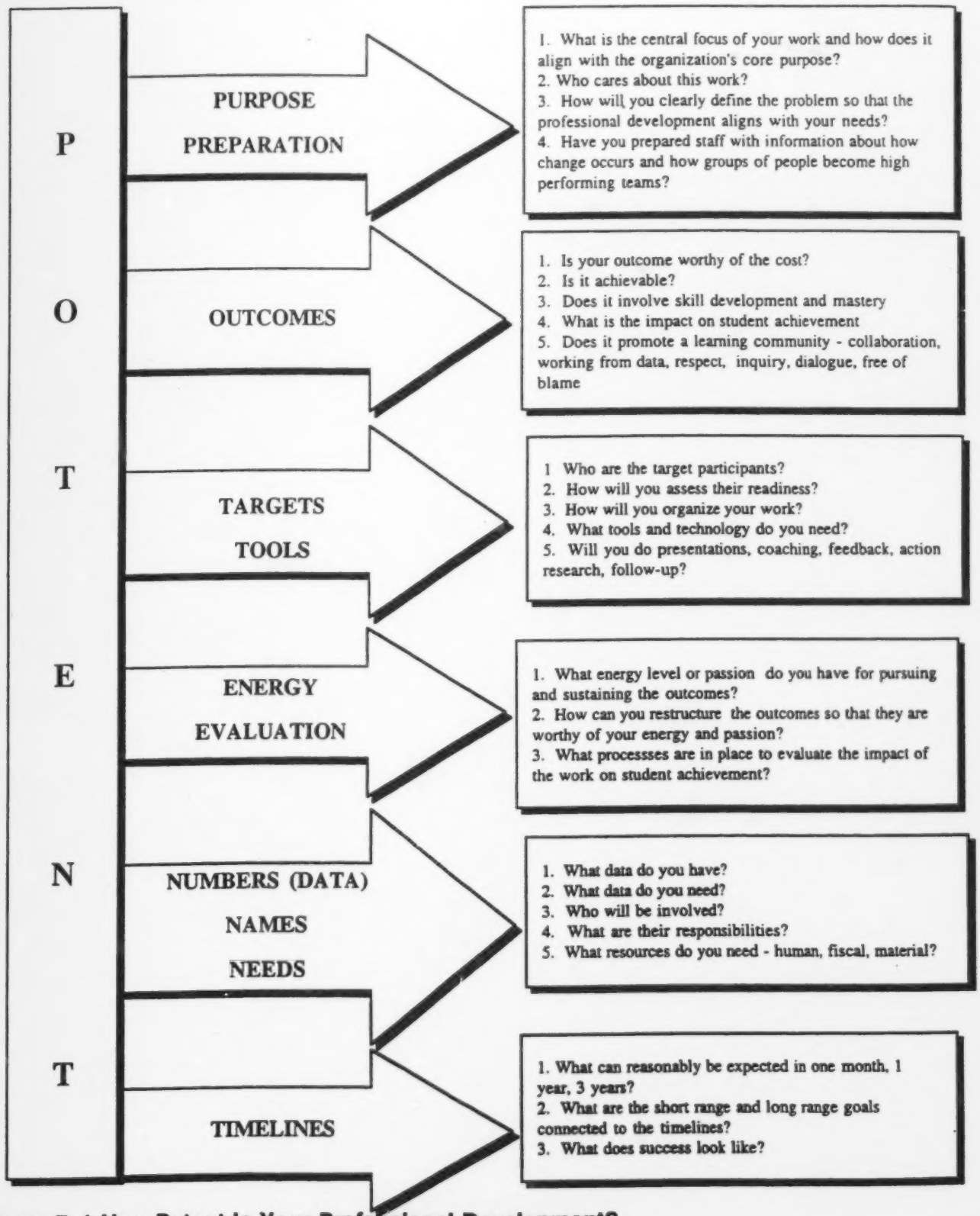

P
PURPOSE
PREPARATION
1. What is the central focus of your work and how does it align with the organization's core purpose?
2. Who cares about this work?
3. How will you clearly define the problem so that the professional development aligns with your needs?
4. Have you prepared staff with information about how change occurs and how groups of people become high performing teams?
O
OUTCOMES
1. Is your outcome worthy of the cost?
2. Is it achievable?
3. Does it involve skill development and mastery
4. What is the impact on student achievement
5. Does it promote a learning community - collaboration, working from data, respect, inquiry, dialogue, free of blame
T
TARGETS
TOOLS
1 Who are the target participants?
2. How will you assess their readiness?
3. How will you organize your work?
4. What tools and technology do you need?
5. Will you do presentations, coaching, feedback, action research, follow-up?
E
ENERGY
EVALUATION
1. What energy level or passion do you have for pursuing and sustaining the outcomes?
2. How can you restructure the outcomes so that they are worthy of your energy and passion?
3. What processses are in place to evaluate the impact of the work on student achievement?
N
NUMBERS (DATA)
NAMES
NEEDS
1. What data do you have?
2. What data do you need?
3. Who will be involved?
4. What are their responsibilities?
5. What resources do you need - human, fiscal, material?
T
TIMELINES
1. What can reasonably be expected in one month, 1 year, 3 years?
2. What are the short range and long range goals connected to the timelines?
3. What does success look like?

Figure 7. 1 How Potent Is Your Professional Development?

HOW POTENT IS YOUR PROFESSIONAL DEVELOPMENT?

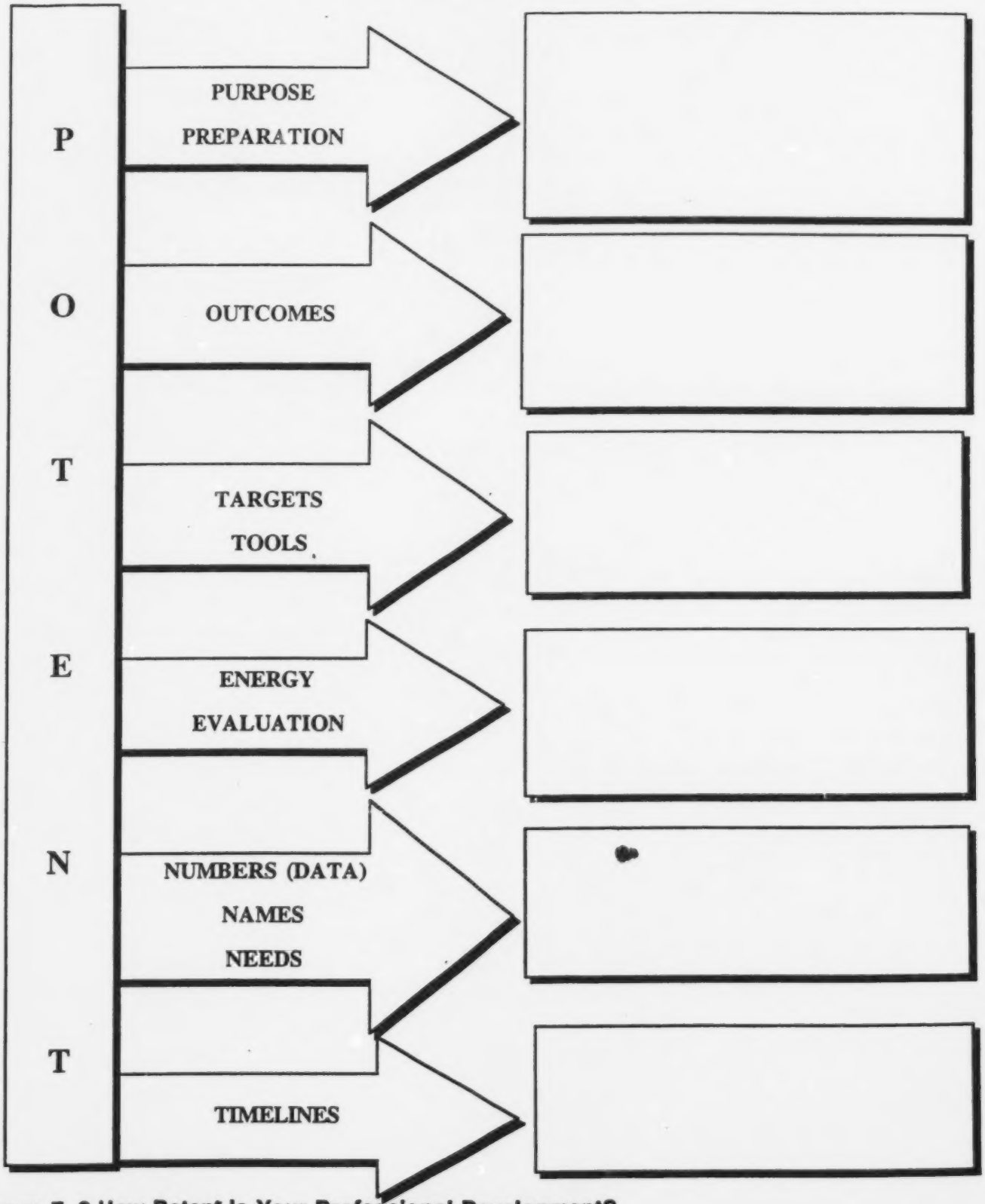


Figure 7. 2 How Potent Is Your Professional Development?

Professional Development Increasing Student Achievement Year Round Education K-12: Why Can't We Get It Right?

Introduction

This conference presentation explores the valuable planning tools that provide professional development opportunities to build capacity and improving student achievement. Year round education provides the balance calendar opportunities for year round professional development that will impact student learning through continued learning by teachers and staff. Participants will learn how to renew professional staff through POTENT (Purpose, Outcomes, Tools, Evaluation, Numbers, Timelines) professional development. This interactive session provides handouts that can readily be used in quality professional development planning. Use what works to meet the challenges of standards, improve student achievement, and embed accountability. Why not take the lead with these bold professional development steps? Why can't we get it right?